



### **Syllabus**

PSYC 5133 Techniques of Assessment I  
Spring 2023

#### **Contact Information**

Professor: Megan N. Bodine-Smith, Ph.D.      Office: O'Donohoe 116  
Office Hours: MW 9:30-11 or by appt      Cell Phone: 734-652-8621  
Class Meets M/W 8-9:30      Location: OD 110  
Office Email: [megan.bodine@msutexas.edu](mailto:megan.bodine@msutexas.edu)

#### **Course Materials and Technology:**

Assigned readings will consist of chapters from textbooks and manuals as well as any additional readings added by the instructors. Readings may also be available for download in PDF format at the class e-learning website noted above. Any materials not provided in the textbook, in class, or on the website will be distributed electronically (in .pdf form) via D2L.

Handbook of Psychological Assessment, 6th Ed. (Groth-Marnat, 2016).

Lichtenberger, E. O. & Kaufman, A. S. (2013). Essentials of WAIS-IV Assessment (2nd Ed.) . New York, NY: John Wiley & Sons, Inc.

Flanagan, D. P. & Alfonso, V. C. (2017). Essentials of WISC-V Assessment. New York, NY: John Wiley & Sons, Inc.

Record Forms (See me later)

#### **Course Equipment:**

Each student is encouraged to purchase a SILENT testing stopwatch and an opaque clipboard. Both of these items will be used during the course. For the clinical observation activities (i.e., shadowing interviews or testing sessions), you may be asked to observe via monitors in a departmental space (e.g., lab space), via Zoom, or in the room with the clinicians. Whenever you are in a clinical area, you are expected to be appropriate and in professional dress. You will be given access to class-owned test kits and associated record forms for assessments so that you may practice with them. When you are using the class test kits, you will be responsible for the security of the materials. You are ethically responsible for the security of copyrighted tests and financially responsible for their loss. Thus, materials must be placed in a secure location when not in use and must be kept "on site" (i.e., not in your car or home).

**Course Website:**

This course uses D2L through MSU distance learning. You will be responsible for ensuring that you have access to the site in order to access course readings and assignment instructions, submit assignments, and participate in electronic discussions. Instructors will also post any updates to the course schedule within the D2L site.

**Course Description and Objectives:**

This is an introductory core clinical course that focuses on methods and objective measures used in the assessment of child, adolescent and adult patients across a wide range referral questions. It is designed to cover major domains of clinical assessment across the life span – an important aspect of practicing clinical psychology. The objective is to provide you with both didactic information and exposure to clinical cases that will give you the foundational skills for conducting psychological assessment in general and to help prepare you for your core clinical practica experiences.

Upon successful completion of the course, students will be able to:

1. Describe different sources of information and methods that can be employed for psychological assessment.
2. Appreciate the threats to valid assessment and be able to appropriately minimize or avoid such threats when they arise (e.g., clinician biases, tests with poor psychometric properties, behavioral obstacles during assessment).
3. Perform a clinical interview to acquire information necessary for psychological diagnosis and case formulation.
5. Administer, score, and interpret results the WAIS-IV and WISC-V tests of intelligence and WIAT-4 test of achievement according to guidelines discussed in class and those provided in the test manuals.
6. Interpret and integrate results of assessment procedures into a clearly written clinical report that is appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.

**Course Schedule:**

Please note that this schedule is subject to change as necessary throughout the semester. I will announce any such changes in class as well as post them to D2L. Again, readings should be completed prior to relevant class discussion- more details will be available throughout the semester.

<b>Readings/Assignments</b>		<b>Monday</b>		<b>Wednesday</b>
Groth-Marnat Chapters 1 & 2 Essentials Report Writing Ch 1-3 Group Sign Up; Testing Technology			<b>1/18</b>	Intro to Assessment
Groth-Marnat Chapter 3 & 4 Essentials Report Writing Ch 4-5, 11 <b>Assignment 1:</b> Validity/Reliability exercise (due 1/27) <b>Assignment 2:</b> Practice Interview and Write-Up (due 1/29)	<b>1/23</b>	Introduction to Cognitive Assessment, Standardized Testing & Test Psychometrics	<b>1/25</b>	Intro to Interviewing/Behavioral Observations and Report Writing
Groth-Marnat Chapter 5 Essentials WAIS-IV Ch 1-2 <b>Assignment 3:</b> Scaled Scores and Interpretation <b>TO DO: Schedule Volunteer 1: WAIS</b>	<b>1/30</b>	<u>Intelligence</u> : What is it & how do we measure it?	<b>2/1</b>	<u>Administration of WAIS</u>
Essentials WAIS-IV Ch 3 <b>Assignment 4:</b> Subtest Exercise (due 2/10)	<b>2/6</b>	Practice/Observation	<b>2/8</b>	Practice/Observation
<b>Assignment 5:</b> Scoring Exercise (due 2/17)	<b>2/13</b>	<u>Scoring of WAIS</u>	<b>2/15</b>	Practice/Observation
Groth-Marnat Chapter 15 Essentials WAIS-IV Ch 4-5 Essentials Report Writing Ch 6 <b>Assignment 5b:</b> Interpretation of WAIS Write Up (due 2/26) <b>TO DO: Schedule Volunteer 2: WISC</b>	<b>2/20</b>	<u>WAIS Results Interpretation</u>	<b>2/22</b>	<u>Report Writing: Interpretation</u>
Essentials WISC-V Ch 1-2 WISC-V Ch 1, 2 Administration and Scoring Manual Ch 1-3 <b>Assignment 6: Admin &amp; Score WAIS Report (Volunteer 1) (due Friday 3/10)</b>	<b>2/27</b>	<u>Administration of WISC</u>	<b>3/1</b>	Practice
Essentials WISC-V Ch 3-4 <b>Assignment 7: Admin &amp; Score WISC Report (Volunteer 2) (due Friday 4/14)</b>	<b>3/6</b>	<u>Scoring/Interpretation of WISC</u>	<b>3/8</b>	Practice
	<b>3/13</b>	<b><u>SPRING BREAK</u></b>	<b>3/15</b>	<b><u>SPRING BREAK</u></b>
WIAT-4 Examiner's Manual Ch 2,3 <b>Assignment 8:</b> Score and Interpretation Report Exercise (due 4/9)	<b>3/20</b>	<u>Academic Achievement and Learning Disabilities</u>	<b>3/22</b>	WIAT-4
WIAT-4 Examiner's Manual Ch. 3-4	<b>3/27</b>	<u>Administration of WIAT-4</u>	<b>3/29</b>	Practice
Reading TBA	<b>4/3</b>	<u>Scoring WIAT-4</u>	<b>4/5</b>	<b><u>HOLIDAY</u></b>
Essentials WAIS-IV Ch 6-7 Essentials WISC-V Ch 7-8 Essentials Report Writing Ch 10	<b>4/10</b>	Learning Disability Evals	<b>4/12</b>	
Essentials Report Writing Ch 7,9 <b>Assignment 9:</b> Score and Interpretation Consolidated Report Exercise (due 4/21)	<b>4/17</b>	<u>Report Writing: Consolidated Assessment</u>	<b>4/19</b>	<u>Report Writing: Summary, Integration, Recs.</u>

Reading TBA <b>Assignment 10: Admin &amp; Score IQ/WIAT-4 Report (Volunteer 3) (due Friday 4/28)</b>	<b>4/24</b>	TBA	<b>4/26</b>	
Reading TBA	<b>5/1</b>	TBA	<b>5/3</b>	

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments and Grading

In addition to **participation in class** discussions and exercises, your performance in this course will be evaluated based upon **10 assignments** that require you to integrate information and skills gained from readings, lectures, and through shadowing/observation of clinical assessments. There is also a TA-administered **practical exam** (scheduled outside of class times) assessing your IQ/Achievement test administration & scoring skills. Your overall course grade is based upon class participation, performance on the 10 assignments, and the practical exam. See the table below for further details. Detailed assignment instructions will be provided before work begins on each assignment.

	<b>Psychological/Adult Assessment</b>	<b>150</b>	<b>30%</b>
<i>Assignment 1</i>	Validity/Reliability exercise	10	2%
<i>Assignment 2</i>	Practice Interview and Interview and behavioral observations write-up	10	2%
<i>Assignment 3</i>	Scaled Scores and Interpretation	5	1%
<i>Assignment 4</i>	Subtest Exercise	50	10%
<i>Assignment 5</i>	Scoring Exercise	25	5%
<i>Assignment 6</i>	Administer, Score, Interpret WAIS; Report 1	50	10%
<i>Assignment 7</i>	Administer, Score, Interpret WISC; Report 2	5	1%
<i>Assignment 8</i>	Score and Interpretation Report Exercise	40	8%
<i>Assignment 9</i>	Score and Interpretation Consolidated Report Exercise	25	5%
<i>Assignment 10</i>	Consolidated Assessment Report (IQ, Academic)	80	16%
<b>Class participation</b>	Participation in class discussion and lab activities throughout semester	<b>100</b>	<b>20%</b>
<b>Practical Exams</b>	Part 1: WAIS-IV administration, Part 2: WISC-V administration	<b>100</b>	<b>20%</b>

### Exam Policy

The two-part practical exam involves individual administration of the WAIS-IV and WISC-V to a course TA who will be acting as a mock patient and will be grading your performance; grading will be based on how well you adhere to test administration and scoring rules and handle situations that arise during test administration.

### Policy Related to Make up Exams or Other Work

Assignments submitted after the stated deadline will be docked points according to the following *unless arranged with instructors prior to assignment deadline*:

- ½ to 6 hours late = grade docked by 10% (i.e., grade won't be higher than B+)

- 24 to 48 hours late = grade docked by 18% (i.e., grade won't be higher than B-)
- > 48 hours (2 days) late = assignment will not be accepted

Any assignment that receives a grade of < 80% (below B-) must be revised and resubmitted for grading within 1 week of receiving feedback. The highest grade that can be obtained after re-submission is 85% (B).

### **Policy Related to Required Class Attendance**

On time attendance is expected and affects the participation grade. Students needing to miss class for personal or professional reasons should consult with the instructor prior to the date on which they will be unable to attend. It is the student's responsibility to acquire any handouts or notes from a colleague in the class for any sessions missed. Being late to class, regardless of reason, is considered sub-optimal participation and is disruptive to student learning. Students are expected to complete assigned readings prior to coming to class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Each student is allowed two absences without penalty. Each additional absence will result in a 5% reduction in the students' final grade. Being tardy (arriving more than 5 minutes after the designated start time of the class) three times will be considered an absence.

**Cell Phones and Pagers:** Cell phone use (including watches that Bluetooth to one's phone) is prohibited during class. Phones are to be turned off (this includes no vibration mode) and put away. Exceptions include expecting a communication from one's internship site (not part-time work), an emergency (e.g., family member is in the hospital), or being asked to Google class-related material. All exceptions must be shared with me prior to using one's phone, and I reserve the right to say no. If cell phone use occurs in class, I reserve the right to view said activity to verify it meets the exception criteria. Violation of this policy will result in a verbal warning and reduction in grade (0.25% per instance); second warnings will be made in writing and sent to the chair and graduate program coordinator to establish a record of problematic behavior; and finally, continued cell phone use will result in the student being removed from the class and receiving a grade of "F". Please note that I, as the instructor, may receive work-related communications and will only check my phone when I deem it necessary. As such, students should not expect the instructor to be held to the same policy.

**Note:** Students living with disability must be registered with [Disability Support Services](#) before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

### **Americans with Disabilities Act**

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Disability Support Services](#).

### **College Policies and Procedures**

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

### **Midwestern State University Student Honor Creed**

*"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."*

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

*Written and adopted by the 2002-2003 MSU Student Senate.*